DOCUMENT RESUME

ED 164 530 95 SP 013 713

TITLE Administration of a Standardized Test: Diagnostic Learning Package 1. Description of Teacher Inservice Education Materials.
INSTITUTION National Education Association, Washington, D.C.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Apr 77
GRANT 400-76-0091
NOTE 8p.; Research provided by NEA Project on Utilization of Inservice Education R&D Outcomes

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Audiovisual Instruction; Elementary Secondary Education; *Inservice Teacher Education; Instructional Materials; *Learning Modules; Preservice Education; Program Descriptions; *Standardized Tests; *Student Testing; *Teaching Procedures; *Validated Programs

ABSTRACT

A learning package that offers a straightforward explanation of the procedures with which to administer a standardized test is described. Information is provided on the program purposes, content, activities, resources, ordering information, and history of development. A critique is also provided. (DS)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: ADMINISTRATION OF A STANDARDIZED TEST - Diagnostic Learning Package - 1

Publication Date(s): 1973

Intended Users: Preservice and inservice teachers who are interested in reviewing or updating their skills at giving standardized tests

Grade Level(s): K - 12

Number: Individual, also adaptable to groups

Primary Focus: "Administer a Specified Standardized test in a Standard Manner."

School subject(s) and/or in-service topic(s) covered:

Administering a standardized test is the inservice topic covered.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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What participant does in using the materials:

- Follows steps for giving a test (prior to test day, on test day, during the actual test administration, during the post-test stage).
- Videotapes their administration of a specified standardized test.

Resources: Along with the guidance of an instructor, the following are needed:

- A list of objectives on which the competency of the program participant will be assessed
- A script of the videotape narration
- An assessment sheet
- An assessment checklist
- Videotape

Describer critique:

This is a straightforward explanation of the procedures with which to administer a standardized test. The written material is detailed and would make a handy refresher guide to this method of test administration. The use of a videotape to assess one's own performance is a very valuable tool.

SP013713

tests & measurements - standardized tests

B. INDEPTH INFORMATION

1.0 PURPOSES:

The product's rationale is stated in the following:

> "The standard administration of a group test is of first importance to any teacher who would like to have unbiased information on the pupil's ability. The selected parts of a model administration of a test demonstrates the need to maintain a reasonably normal and comfortable classroom 'climate', while adhering specifically to standard procedure."

This product gives detailed analysis of step by step procedures for giving standardized tests.

2.0 CONTENT — Scope and Sequencing of Topics:

The product is introduced by a 12-page booklet. The booklet contains the following:

1. A list of objectives on which the competency of the program participant will be assessed.
2. A script of the videotape narration.
3. An assessment sheet for objectives.
4. An assessment checklist

A videotape is included with the product.

The assessment sheet for Objective 1 can be used as a pre-assessment test.

This material would be most beneficial if used sequentially and in its entirety.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

Program participants are expected to:

1. Read the printed material contained in the learning package.
2. View the videotape
3. Read the script of the videotape
4. View again the videotape, reading the script with the narration and noting any helpful characteristics demonstrated by the model administrator in the videotape.
5. Complete the assessment instrument for Objective 1 and check it for competence
6. Videotape their administration of the standardized test as outlined for Objective 2.
7. Rate the videotaped test administration, using the checklist for Objective 2.
8. Have the appropriate instructor rate the videotape.

3.2 Help given in use of product:

- Videotape on standardized test
- Videotaping of participant's administration of test.

No separate set of instructions is given. All guidelines for completing the package are enclosed in the booklet.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

There is a pre-assessment test and a post assesssment test. The participant's videotape, made as he administers the test, is also assessed by both the participant and the instructor.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

A videotape machine - to make and to view the videotapes - is needed.

Any individual who is familiar with the process of administering standardized tests could act as instructor.

5.2 Distributor name/address:

State University College at Buffalo
1300 Elmwood Avenue
Buffalo, NY 14222

(716) 862-5012

Contact: William Licata, Lewis Sinatra

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
ADMINISTRATION OF A STANDARDIZED TEST (Diagnostic Learning Package - 1)	$1.00	-	1/participant	Yes

A blank videotape, provided by the user ($20 to $50), can be mailed to the distributor to be recorded with information needed. There is no cost for copying.

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Clifford V. Lochaas
Department of Learning and Behavioral Disorders
State University Colllege at Buffalo
Bufffalo, New York

6.2 How developed and when:

In 1973 there was a collaborative effort by Lochaas and Lew Sinatra to produce this product. Input was also given by school teachers, principals and Teacher Corps interns in the Buffalo area.

6.3 Evidence of effectiveness with users:

The product was field tested on up to 200 teachers in the Buffalo area. The positive feedback from users underscored the validity and usefulness of the product as an inservice training program.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The need to administer tests fairly and with an attitude most likely to enhance the score of the student is addressed. The product gives the participant ample opportunity to see the correct way to administer a test and to view his/her own performance.

The product is written very clearly.

Content accuracy/social fairness/community acceptance issues:

Material contains no controversial content and is fair to all groups. Content accuracy is of the highest order.

Overall summary/comment:

This is a straightforward, concise, explanation of the proper procedure to use when administering a standardized test, as presented by the State University College at Buffalo. The use of a videotape to assess one's own performance is a very valuable tool, and represents a fine training program.

The written material is detailed and would make a handy refresher guide to this method of test administration.